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# Composition II-Honors

Linda Mizell

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**Course Number:** ENGL 1302 S1H

**Course Title:** Composition II

**Course Description:** Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions. Lab required.

**Course Credit Hours:** 3 credit hours (A)  
**Lecture Hours:** Face-to-face  
**Lab Hour:** 1

**Prerequisite:** ENGL 1301

**Student Learning Outcomes:**

- **State-mandated Outcomes:** Upon successful completion of this course, students will:
  1. Demonstrate knowledge of individual and collaborative research processes.
  2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.
  3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
  4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
  5. Apply the conventions of style manuals for specific academic disciplines (MLA for our class)
- **Additional Collin Outcome:** Upon successful completion of this course, students should be able to do the following: Demonstrate personal responsibility through the ethical use of intellectual property and through submission of assignments into the folders by the deadlines.

**Placement Assessment(s):** Placement in ENGL 1302. Consult the Testing Center Director if you have questions about an assessment level.

**Withdrawal Policy:** Texas residents attempting a course more than twice at Collin College are subject to regular tuition plus an additional \$50 per semester credit hour. Please see the "Repeating Courses" section of the Fall 2018 Registration Guide for more information. It is to your advantage to weigh your academic, career, and family obligations and decide before the census date on whether or not to remain in the class. Check the Collin College calendar for this date. After this date, you will do yourself a great service to complete the course. Students must drop the course by the withdrawal date if they wish to withdraw and to receive a W for the course. They must contact the Registrar and fill out the forms to drop the course. Otherwise students are given the performance grade at the time they stop attending class, which is often an F since they will not have completed much of the work. The last day to withdraw is **Oct. 19, 2018**.

**Limit on Withdrawals:** Students are limited to a six-course drop for all Texas courses in which they have enrolled including from transfer colleges. To find the details of the policy, see the following link: [To avoid a penalty, students must drop the course before the Fall Census.](#)

**Collin College Academic Policies:** See the current Collin Student Handbook for additional College policies or for any questions.

**Academic Honesty:** Plagiarism is a serious academic offense. Students need to be aware of the consequences, both short-term and long-term, of collusion, cheating, and/or plagiarism before they begin the course. The student has a responsibility not to engage in any unethical behavior that relates to his/her academic studies. Students who engage in academic dishonesty are referred to Collin's Dean of Student Services for possible disciplinary and/or rehabilitative action and may receive a 0 on the paper or exam. Academic dishonesty includes, but is not limited to the practices listed on the [Academic Honesty page](#).

**Americans with Disabilities Act:** Collin College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal opportunity. It is the student's responsibility to contact the ACCESS office, SCC-D140 or 972.881.5898

(V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

**Method of Evaluation/Assessment:**

Evaluation: A relationship between competency completion and grades emerges in scores given for essays, research paper, labs, forums, and final exam. The linked grading scale will be used to award grades at the end of the course.

**ADA and ACCESS Policy:** In compliance with applicable law, Collin College provides equal access to education and safeguards against discrimination by offering specialized services and reasonable accommodations to qualified students with a disability. If you anticipate or experience any barriers to learning based on disability, please contact the ACCESS Office. **Note:** Instructors will provide reasonable accommodations only to students who present a Course Accessibility Letter issued by the ACCESS Office.

**Strategies of Behavior Intervention Committee (SOBI) :** Collin College's Strategies of Behavioral Intervention (SOBI) team is an interdisciplinary, college-wide team whose mission is to provide support for students, faculty, and staff, and to facilitate a positive and effective learning environment. In order to accomplish this, the SOBI team has designed a process for assisting students who may display various levels of concerning behavior (e.g., strange or unusual behavior; sleeping in class; changes in dress, personal hygiene, or physical appearance; threats of harm to self or others; etc.). Any behavior that becomes a concern to you or that negatively affects your ability to succeed as a student at Collin College may be referred to SOBI. Please note that SOBI is not a disciplinary committee, and SOBI actions are not a substitute for disciplinary procedures. Reports of *Student Code of Conduct (Code)* violations will be referred directly to the Dean of Student Development Office for disciplinary action.

**Campus Carry Policy:** In 2015, the Texas Legislature passed Senate Bill 11, a law requiring the state's public colleges and universities to allow individuals with a license to carry (LTC) to have a handgun concealed on their person, or locked in their car, while on campus. This law took effect at community colleges on August 1, 2017. Information on campus carry is available in the Concealed Carry section of the Collin College website.

INSTRUCTOR INFORMATION
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**Instructor's Name:** Dr. Kay Mizell

**Office Number:** BB201A

**Office Hours:** MWF 8:00-9:00 am, 12:00-1:30

**Phone Number:** 972.881.5803

**Email:** kmizell@collin.edu

**Class Information:** Rhetoric/Composition II

**Section Number:** English 1302 S1H

**Meeting Times:** MWF 10-10:50

**Meeting Location:** B213

**Minimum Technology Requirement:** Students must have the following technology, technological skills, and access information:

- Basic knowledge of computer skills, word processing,
- Access to **Microsoft Word** software
- Access to computer or to Collin College computer labs and/or Library Resource Center
- Password for accessing Canvas via Cougarweb.
- Ability to submit all assignments into the Canvas folders.
- Library card to access data banks/articles/books.

**Minimum Student Skills:** *navigating Canvas management system, submission of assignments into folders.*

The student resource page for online classes may be found at: <http://www.collin.edu/academics/ecollin/>

**Course Resources:** Collin Writing Center, ACCESS office, LRC, tutors, Student Development Services

**Textbook:**

Barnet, Sylvan, Hugo Bedau, and John O'Hara.. *Current Issues and Enduring Questions: A Guide to Critical Thinking and Argument, with Readings.* 11th ed. Boston: Bedford, 2017.

Book-in-Common Kate Winkler Dawson's *Death in the Air*. (optional for lab)  
LRC data banks, Writing Center, Online Help Center.

**Minimum Student Skills:** *navigating Canvas management system, submission of assignments into folders, ability to write essays on Microsoft Word*

**Course Syllabus and Schedule:** Both College and course policies appear on this Syllabus. All assignments, due dates, and writing strategies are available on the Schedule.

**Lab credit:** The State of Texas mandates that this course will require fifteen units of lab integrating application with instructional content. To achieve this portion of the course requirements, students will select options from the list of lab options provided and write a clear and cogent essay in response to the option they choose.

**Late Work and Extra Credit:** only submissions into the Canvas folders before the deadlines will be graded. No late work will be accepted, and no extra credit will be given because grace is built into the syllabus in that one optional essay and one optional forum are offered to redeem points that were lost.

**MLA Format--Use for All Work:** Students should have a basic knowledge of MLA formatting from earlier classes. Intermittently, we will look at specifics, but if you are not comfortable with the documentation style, please go Purdue OWL website, YouTube, and/or the Collin College Writing Center for help. The basics are: One-inch margins, 12 point font (Times New Roman, Arial, Calibri, and Garamond are acceptable), double-spacing at 0 point (you will usually need to change this since most Word programs default to 8 or 10 point spacing), name and page number in header top right, informational header on first page only top left, in-text citations when appropriate, title on first page, works cited page. Avoid using a title page, underlining titles, bolding text, using other font sizes or kinds of fonts but the ones given above, and adding extra spacing after/before paragraphs or sentences.

**Canvas platform.** This course is face-to-face, but course assignments and submissions are on Canvas, an online environment which allows us to interact with each other and to access emails and submission folders. It may take a few times of using it to understand it, but it will quickly become familiar. Attendance in class, however, will be taken each day. Experience shows that students who participate in an orientation are more likely to be successful. This orientation will provide you with information on:

- \* how to access your class
- \* technology requirements
- \* library resources
- \* where to get help once the semester gets started

If you have any **Canvas** problems, please call **972-881-5870** or [eLC@collin.edu](mailto:eLC@collin.edu). Or go to L257 on the Spring Creek Campus.

Submission of Assignments

**I recommend that you do not submit assignments while using your phone, tablet, or other mobile device due to the risk that your assignment may not upload properly. I recommend you use a notebook or desktop computer to submit assignments.**

## **Underpinnings of Honors**

**These concepts are foundational to the Honors class:**

1. a seminar format produces an effective learning environment
2. a professor as mentor and as co-learner offers excellent learning experiences for both instructor and the student as well as student/faculty interaction
3. student response and multiple feedback encourage learning
4. formulating clear, precise questions provides an excellent beginning for critical for critical thinking and research
5. an interdisciplinary approach to learning suggests connections in knowledge
6. an international perspective broadens one's horizons and prepares a student for local, global, and intercultural action.
7. the pursuit of excellence mandates working at one's potential and slightly above,
8. intellectual stimulation results from critical reading, discussing,

- and writing,
9. active learning can occur in a variety of situations,
  10. being gifted implies added responsibility in evaluating and leading

**The Instructional Technology Department** at Collin College has created a link that can help you get a faster start in learning about the college's new learning management system, Canvas. It gives contact information for the IT experts as well. Students may take the orientation modules here <https://collin.instructure.com/courses/506067>

**Tutoring Services:** face-to-face and online tutoring is available for students. Please see this webpage for details:

**Turn around Time:** The papers will be returned within four days from the due date; the time for my responding to emails is within 24 hours, although efforts will be made to respond more quickly. Unforeseen circumstances may occasionally result in a greater lag time.

**(N)etiquette Expectations:** Students are expected to use common civility in communicating with the professor and with each other in the classroom. Be scholarly in presenting truthful statements, be polite in tone, be respectful of others' opinions, and be professional in using standard language, grammar, and documentation. This link explains the rules of courtesy and common sense for interaction in our course. Please take the netiquette quiz: [Class Interaction and Netiquette](#).

**Attendance Policy:** To be counted on the Certification of the Rolls (attending class), students must have attended class by the Census date. As the Collin College Student Handbook states, "Regular classroom attendance . . . is expected of all students" (26). It is the responsibility of the student to consult with the instructor after an absence. After three consecutive absences, which generally show that he or she is prohibited from or not inclined to attend, the student should drop the course. In addition, students should be on time for class. If a student is ten minutes late, he/she will be counted absent. Roll is taken at the beginning of each class. If a student's grade is teetering between two letters, class attendance and participation will be the deciding factor.

#### **Websites for Writing Resources**

[Aristotle's Rhetoric](#)

[Collin College Writing Centers.](#)

[Copyright Web Page](#)

[Purdue Online Writing Lab Handouts](#)

[Roget's Thesaurus](#)

[Strunk's Elements of Style](#)

[Bartlett's Quotations](#)

[Writing Resources](#)

[MLA Electronic Sources](#)

[The Slot: A Spot for Copy Editors](#)

[Web Style Guide](#)

**Supplies:** None

**Attendance Policy:** The College encourages students to attend classes, and consequently roll will be taken during the first ten minutes of class each day. Generally missing three consecutive classes indicates that you may need to withdraw and consider taking the course in a semester that has less pressure for you.

#### **Method of Evaluation/Assessment:**

Evaluation: A relationship between competency completion and grades emerges in scores given for essays, research paper, labs, forums, and final exam. ([Course Requirements](#)). The following grading scale will be used:

Total Course Points for Assignments and Exams

Portfolio of three essays	300	800 Cumulative Point System
Portfolio of Research	200	720-800=A
Final	150	640-719=B
Presentation	50	560-639=C
Labs	100	480-559=D
Total	800	479-0 =F

Grading **Standards for Labs** (Taken from SMU Rubric)

Labs will be evaluated according to the depth of analysis and presentation of evidence demonstrating your points. Writing about expectations and assumptions prior to the reading, film, event, or community service and then the conclusions you drew afterwards will be important in your analysis.

**Peer Critique** (may be used for self-evaluation of essays)

**Grading Standards for Essays** in Rhetoric Courses (see points for research paper)

Areas of concern	Excellent (A)	Good (B)	Adequate (C)	Poor (D)	Failing (F)
Content	Significant/important controlling idea or assertion supported with concrete, substantial, and relevant evidence. <u>Originality and creativity a plus.</u>	Controlling idea or assertion supported with concrete and relevant evidence <u>but neither is as significant and substantial as the A paper.</u>	Controlling idea or assertion general, limited or obvious; some supporting evidence is repetitious, irrelevant, or sketchy	Controlling idea or assertion too general, superficial, or vague; evidence insufficient because obvious, contradictory or aimless	No discernible idea or controls the random or plained details that make up the essay .
Development	Order reveals a sense of necessity, symmetry, and emphasis; paragraphs focused and coherent; logical transitions reinforce the progress of the analysis or argument. Introduction engages initial interest; conclusion supports without repeating.	Order reveals a sense of necessity and emphasis; paragraphs focused and coherent; logical transitions signal changes in direction; introduction engages initial interest; conclusion supports without merely repeating.	Order apparent but not consistently maintained; paragraphs focused and for the most part coherent; transitions functional but often obvious or dull. Introduction or conclusions may be mechanical rather than purposed for the essay or insightful.	Order unclear or inappropriate, failing to emphasize central idea; paragraphs jumbled or underdeveloped; transitions unclear, inaccurate, or missing. Introduction merely describes what is to follow; conclusion merely repeats what has already been said.	Order and emphasis in paragraphs typographical than structural; transitions inaccurate, or missing the introduction nor the satisfies any clear rhetorical pose.
Style	Sentences varied, purposeful, and emphatic; diction fresh, precise, economical, and idiomatic; tone complements the subject, conveys the authorial persona, and suits the audience.	Sentences varied, purposeful, and emphatic; diction precise and idiomatic; tone fits the subject, persona, and audience.	Sentences competent but lacking emphasis and variety; diction generally correct and idiomatic; tone acceptable for the subject.	Sentences lack necessary emphasis, subordination, and purpose; diction vague and unidiomatic; tone inconsistent with or inappropriate to the subject.	Incoherent, rudimentary, redundant sentences to nonstandard or unidiomatic; tone indiscernible or inappropriate to the subject.
Usage	Grammar, syntax, punctuation, and spelling adhere to the conventions of "edited Standard American English."	Grammar, syntax, punctuation, and spelling contain no serious deviations from the conventions of "edited Standard American English."	Content undercut by some deviations from the conventions of "edited Standard American English."	Frequent mistakes in grammar, syntax, punctuation, and spelling obscure content.	Frequent and serious mistakes in grammar, syntax, punctuation, and spelling make the unintelligible.



**Note: The areas of concern are listed in their order of importance. Weight distribution should reflect such designations in your grading criteria.**

#### **Delivery Method of Feedback and/or Graded Material:**

All essays and lab work MUST BE SUBMITTED INTO THE CANVAS FOLDERS BY THE DEADLINE, or otherwise they will not be accepted.

- Turn around time for returning papers is four days from the due date; for responding to emails is 24 hours, although efforts will be made to respond more quickly. Unforeseen circumstances may occasionally result in a greater lag time.
- **Academic honesty** is required of all students. Plagiarism results in the notification of the Dean of Students who will refer the documents to specialists for a ruling. If plagiarism has occurred, the Dean of Students will offer the consequences with a grade of zero on the paper being one of them. The policy on honesty points to students' need to be aware of the consequences, both short-term and long-term, of collusion, cheating, and/or plagiarism before they begin the course. The outcome of personal responsibility established by the Texas Coordinating Board will be measured in part by the students' ability to submit work that is written entirely by them and **written during this semester for this course**. Failure to comply with academic honesty policies or to submit assignments into the folders before the deadline indicates a lack of personal responsibility.
- **MEET DEADLINES: AFTER THE FOLDERS CLOSE, NO PAPERS WILL BE ACCEPTED** because classes are intense with assignments due frequently. The submissions and grading have to be timely to complete the course expeditiously and with everyone's success in mind. If you encounter an emergency, email me in advance of the deadline to make special arrangements; otherwise, your paper will be considered late. Because the deadlines are posted from the first day of the class, all students will be responsible for submitting their work into the folders on time. One extra essay will be offered to replace one missing essay. No assignments will be accepted during finals week.

#### **College Policies**

##### **Americans with Disabilities Act:**

It is the policy of Collin College to provide reasonable college will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to contact the faculty member and/or the Services for Students with Disabilities at 881-5950 in a timely manner to arrange for appropriate accommodations for qualified individuals who are students with disabilities. A qualified committee will review the documentation to determine if the student is eligible for accommodations.

##### **ADA and ACCESS Policy**

In compliance with applicable law, Collin College provides equal access to education and safeguards against discrimination by offering specialized services and reasonable accommodations to qualified students with a disability. If you anticipate or experience any barriers to learning based on disability, please contact the ACCESS Office

(<https://rainier.accessiblelearning.com/Collin/ApplicationStudent.aspx>)

**Note:** Instructors will provide reasonable accommodations only to students who present a Course Accessibility Letter issued by the ACCESS Office.

##### **Academic Honesty**

**Please note the policy on Academic Honesty.** Failure to adhere to such integrity has severe academic consequences both in the short-term and long term. The student has a responsibility to not engage in any unethical behavior that relates to his/her academic studies. Students who engage in academic dishonesty are referred to Collin's Dean of Student Services for possible disciplinary action including receiving a 0 on the paper or exam or a two-hour session on academic ethics.. Academic dishonesty includes, but is not limited to, the following practices: 1) gaining assistance from another student or giving assistance during testing, 2) reproducing the content of an exam, after test review, in written, oral or magnetic media, 3) modification of test answer sheet during test review, 4) dissemination of material tested (examination questions and content discussed at test reviews) to other students in your class or future classes. 5) plagiarism of copyrighted material. Plagiarism includes using material one's own without giving credit or copying portions of a text without quotation marks and documentation, 6) **using one's own paper submitted for credit in another course without asking permission ahead of time.**

##### **Campus Carry Policy:**

In 2015, the Texas Legislature passed [Senate Bill 11](#), a law requiring the state's public colleges and universities to allow individuals with a license to carry (LTC) to have a handgun concealed on their person, or locked in their car, while on campus. This law took effect at community colleges on August 1, 2017. Information on campus carry is available in the [Concealed Carry](#) section of the Collin College website.

**Course Repetition Policy:**

You may repeat this course only once after receiving a grade, including W.

**International Students:**

**Homeland Security** now requires colleges to report international students' attendance to ensure they are in compliance with their student visas.

**Limitation on Number of Drops of Courses**

Students are limited to a six-course drop for all Texas courses in which they have enrolled including from transfer colleges. To find the details of the policy, see the following link: <http://www.collin.edu/gettingstarted/register/withdrawal.aspx>

**Placement Assessments:** Placement in ENGLISH 1302 requires students to have college level reading and writing. Consult the Testing Center Director if you have questions about an assessment level.

**Plan B:**

In the event of a short-term or a long-term catastrophe, please know that we will go to the Back-Up Plan. Print out your schedule on the first day, so you will have your assignments, and can continue to read and to prepare them until the College systems are restored. You will be responsible for the work regardless of the gap in services

**Prerequisites**

Students must have successfully completed ENGLISH 1301 to enroll in this course.

**Religious Holidays:**

In accordance with Section 51.911 of the Texas Education Code, Collin College will allow a student who is absent from class for observance of a religious holy day to take an examination or complete an assignment scheduled for that day within a reasonable time. Students required to file a written request with each professor within the first fifteen days of the semester to qualify for an excused absence. A copy of the state rules and procedures regarding holy days and the form for notification of absence from each class under this provision are available from the Registrar's Office.

**Withdrawal Policy:**

See the current *Collin Registration Guide* for the last day to withdraw.

**SOBI Strategies of Behavior Intervention Committee:** Collin College's Strategies of Behavioral Intervention (SOBI) team is an interdisciplinary, college-wide team whose mission is to provide support for students, faculty, and staff, and to facilitate a positive and effective learning environment.

In order to accomplish this, the SOBI team has designed a process for assisting students who may display various levels of concerning behavior (e.g., strange or unusual behavior; sleeping in class; changes in dress, personal hygiene, or physical appearance; threats of harm to self or others; etc.). Any behavior that becomes a concern to you or that negatively affects your ability to succeed as a student at Collin College may be referred to SOBI.

Please note that SOBI is not a disciplinary committee, and SOBI actions are not a substitute for disciplinary procedures. Reports of *Student Code of Conduct (Code)* violations will be referred directly to the Dean of Student Development Office for disciplinary action.

**Course Requirements:**

- Read assigned essays on Course Schedule  
Essays are in *Current Issues and Enduring Questions*.
- Write 7 essays Assignments (see below) (3 regular essays and one research paper worth 2 essays, lab, final exam).
- Lab modules Labs

**MLA Format Expected for All Work**

Although we will learn about MLA format, I expect you to have a basic knowledge of MLA formatting from earlier classes. Intermittently, we will look at specific, but if you are not comfortable with the documentation style, please go Purdue OWL website, YouTube, and/or the Collin College Writing Center for help.

The basics: One-inch margins, 12 point font (Times New Roman, Arial, Calibri, and Garamond are acceptable), double-spacing at 0 point (you will usually need to change this since most Word programs default to 8 or 10 point spacing), name and page number in header top right, informational header on first page only top left, in-text citations when appropriate, title on first page, works cited page. Nothing



underlined. Nothing in bold. No other font sizes. No other fonts but the ones suggested above (particularly comic sans). No title pages. No extra spacing after/before paragraphs or sentences.

## Essay Assignments

### Essay 1 What is X?

Topic: Let X be--The Ideal Society

Research Question: What is the ideal society?

### Essay 2 What is true about X?

Topic: Let X be-- Individual's Obligation to Obey the State

Research Question: How free is the will of the individual within society?

### Essay 3 What is good/right/beautiful or bad/wrong/or ugly about X?

Topic: Let X be--The current U.S. immigration policy

**Essay 4 What should be done about X? This paper is to replace one of the first three essays if a student failed to get one in the folder before the folder closed.**

Let X be--a current issue

Research Question: What should be done about this particular issue?

### Essays 5 & 6 Research Paper

**Write a recommendation argument.**

Topic: Choose an interesting, current, controversial issue

Research Question: (for example: What should be done to counter ISIS's recruitment? Should the US be more actively involved in Syria? Should the U.S. immigration policy be altered? What should be done about sex trafficking in the US?

### **Final Exam Essay 7: Final Exam**

Topic: A current controversial issue that will be given to you the week before the final exam.

English 1302 S1H Honors

## **Week 1**

M 1.21 Martin Luther King, Jr. Holiday

W 1.23 Introduction to the course. Syllabus. *Current Issues and Enduring Questions*. (CIEQ) Labs. Argument. Identity Profile. Academic Honesty.

F 1.25 Aristotle, Classical Rhetoric. Critical Thinking: 3-8, **Invention** 16-19. Levels of Argumentation: Definition (What is X?)20-21; 45-47, 84-89. Complete chart on 46. Submit biographical profile into folder on Canvas. [TED for 2](#)

## **Week 2**

M 1.28 Argumentation and Persuasion, What Is the Ideal Society? More 631-42.

Machiavelli, 643-50. **Global Quiz**

W 1.30 Le Guin 666-70, Jefferson 651-54. Essay 1 rough draft due. **BRING YOUR DRAFT TO CLASS.** Peer review 254-55.. Essay 1 Sample,

F 2.1 Critical Reading 35-37, Assumptions 24-34. Evidence 96-105. I Have a Dream 658. Non-Rational Appeals 105-08. "Identity Politics Is Rational ?"116-19.

**Essay 1 due. Place in folder on Canvas by 9:55 am. No papers will be accepted that are not in the folder.**

## **Week 3**

M 4.4 *Spring Census Date. If you are dropping the course, do so before this date, so the withdrawal will not count against your cumulative six maximum W's for your entire college career, a rule set by the Texas Legislature. Essay 2--Substantiation. What Is True about X? Is the Individual of Society the Higher Authority?* 671-728. Visual Rhetoric 139-48. Style. **Global Quiz**

W 4.6 Sentence Patterns vs. Run-Ons, Comma Splices, Fragments, **Arrangement:** King (Classical Rhetoric) 697-710.

F 4.8 Writing an Analysis: 181-87. Rough draft of Essay 2 due. Plato 672-84, Cave 711-13, Hardy 713, Yamada. 727-28. Teams Prepare for Monday. [TED for 2](#)

#### Week 4

M 2.11 **Essay 2 due in folder by 9:55 am.** Submit into folder in Canvas by 10:55 am. No papers will be accepted that are not in the folder. Developing an Argument 221-53. Superbowl Ads. Essay 3 Assigned. Evaluation: What Is Good/Bad about X? Pro-Con Model. Is college education necessary or unnecessary? Delbanco 463-66, Rotella 467-68, Rasmussen 471-73, Slouka 477-79.  
W 2.13 Social Media 530-56. Is Social Media helping or harming us? Evans 530-32; Alang 533-35; Kreider 636-38; Seife 538-44; Marche 544-54; Rose 554-56.  
F 2.15 Evaluation: Is the U.S.'s policy immigration good/adequate/open? Cole 557--60, Chiswick 561-62, Tierney 563--65, Hanson 565-67, Center for Immigration Studies. Visuals 567-70. Republican v Democrat. [Ted for 2](#)

#### Week 5

M 2.18 Roger's Conciliation. 373-83. Is government regulation of junk food a good thing or a bad thing?: 518-28. Collaborative Learning Teams. Rough draft of Essay 3.  
W 2.20 **Essay 3 due in folder by 9:55 am.** Structure of Argumentation: Classical Rhetoric, Rogerian, Pro-Con, Toulmin, Proposal. Technology in the Classroom: 427-34.  
F 2.22 *Death in the Air*. Book-in-Common Discussion. [TED for 2](#)

#### Week 6

M 2.25 Dilemma. Ethics. 340-42; 247 Escher Relativity Red Balloon. Collaborative Assignments  
W 2.27 Essay 4 assigned. Recommendation: What should be done about X? Research Proposal. Race and Police Violence: How do we solve the problem. 488-504 (504-17 proposal format). Demby 488-94; Mac Donald 495-99; Editorial Board 499-501; Chapman 502-02.  
F 3.1 **Lab due in folder by 9:55.** Using language, conciseness, sentencings combining, Be prepared to tell about your lab.

#### Week 7

M 3.4 Proposal Structure: An Agenda for Action: Bailey, Davis, & Davis 504-14. **Global Quiz.**  
W 3.6 Language Precision: Pangerban. Orwell's "Politics and the English Language," Use and Abuse of Language, pretentious diction, doublespeak. Orwell Award.  
F 3.8 Syllogism: Toulmin Method, 324-35. Supreme Court Case T.L.O. v New Jersey. Apply the case to the Toulmin scheme with a claim that shows whether you agree or disagree with the legality of the search. [TED for 2](#)

#### Week 8

M 3.5 Research paper: Introductions and conclusions. Essay 4 rough draft due. Peer Critique. **Global Quiz.**  
W 3.7 Competing claims. Short film. Ways to Refute.  
F 3.9 **Last Day to Withdraw.** Writing Workshop. Invention.. **Essay 4 due in folder by 9:55 am.** If you have completed the first three essays, you are not required to submit this one. Essay 4 is to replace one of the first three essays. [TED for 2](#)

#### Week 9

- M 3.25 Groups. Mass Incarceration 598-601. What should be done?
- W 3.27 Paraphrasing and Summarizing 47-50; Paraphrasing, Patchwriting and Avoiding Plagiarizing 50-52; Strategies for summarizing 52-60. Avoiding plagiarism 275-77. Paraphrasing, Summarizing, quoting exercises The Dying Art of Disagreement. [TED for 2](#)
- F 3.29 Research. See link for Teams and Assignments. Documenting Sources Workshop: Titles, Claims.

#### Week 10

- M 4.1 Examining the News. Freedom House Freedom of the Press; Transparency International Freedom on the Net. Reporters Without Borders. Discussion on Freedom of the Press, fake news, bias, for research, policy, and understanding. [Global Quiz](#).
- W 4.3 **Final Lab Reports due. Be prepared to tell about your lab.** Introduction to research., traditional and non-traditional. Research questions. Using sources.
- F 4. 5 Research Topics.

#### Week 11

- M 4.8 A Logician's View: Deduction, Induction, Fallacies. 335-63.
- W 4.10 Oral Narratives. Conducting an oral narrative.
- F 4.12 Interviews. 269-70, (documenting 292-93, 300). [TED for 2](#)

#### Week 12

- M 4.15 Present interviews/oral narrative findings. MLA Style. Self-evaluation. Topics due. Fallacies. [Global Quiz](#).
- W 4.17 Databanks.
- F 4.19 Easter Holiday.

#### Week 13

- M 4.22 Reports on research progress. A Debater's View: Oral Presentations 409-16.
- W 4.24 Fallacies
- F 4.26 Rough draft of research paper. Peer critique. Mandatory.

#### Week 14

- M 4.29 **Research Paper Due in Folders in Canvas by 9:55 am.** No late papers accepted. Presentations in class:
- W 5.1 Presentations of Research in class.
- F 5.3 Presentations of Research in class. Please be prepared to present in class on this date. You will have 7 minutes including set-up and questions, so be prepared for this abbreviated presentation.

#### Week 15

- M 5.6 **Complete Presentation.** Current Issues: Occasions for Debate 417-21. Debate an Issue. 422-60.
- W 5. 8 A Literary Critic's View: Arguing about Literature. 385-97. Marvell 397, Chopin 400, Literary Criticism. Plato 404-07
- F 5.10 The Effects of Literature 402. Government Funding for the Arts 408. Debates on Student Loans: Applebaum 422--Wolfers 425 Technology in the Classroom: Behrens 427, Starkman 430 Local Food Movement Budiansky 435, Trueman 438

Helicopter Parenting or Free Range Gillispie 441, Kohn 444,  
Genetic Modification 449, Hayes 453, Lacey 458

**Week 16**

W 5.8 11:00-1:00 **Final Exam.** Bring your pre-writing for writing your argument.